Artifact Scoring Guide for *WBL: Career Practicum (6105)*

TN Department of Education | Work-Based Learning

Introduction to the Artifact Scoring Guide:

The ultimate goal for students in *WBL: Career Practicum (6105)* is to demonstrate employability skills needed for success in postsecondary education and careers. The following Artifact Scoring Guide provides key "look-fors" to assess whether a work product or artifact is sufficient to meet the requirements for each standard. It is intended to assist teachers and students as they produce and assess the quality of WBL artifacts as evidence of standard attainment and skill growth.

Student artifacts may demonstrate all or some of the "look-fors," and multiple artifacts may be required to fully demonstrate each standard. Levels of artifact quality are defined below, with "Proficiency" representing the minimum expectations for meeting a standard. Student artifacts may vary significantly based on the student's elective focus and industry sector. For each level, a key question may assist the teacher in determining which level best aligns to the artifact(s) in question.

The Artifact Scoring Guide was produced as a collaborative effort between Tennessee teachers and the department through the 2016-17 WBL Portfolio Committee. It was produced and vetted by WBL coordinators for the benefit of teachers and students across the state.

Levels of Artifact Quality:

Novice: Artifact attests to basic or introductory level understanding of the overall concept or skills addressed in the standard.	**Approaching Proficiency:** Artifact clearly attests to part of the standard, but not all facets are covered by the artifact to demonstrate full proficiency.	**Proficiency:** Artifact clearly meets all basic expectations for the standard by clearly representing demonstration of skills has occurred at a moment in time.	**Advanced:** Artifact clearly demonstrates basic proficiency of skills in the standard and documents deeper reflection, thinking, or interpretation of the skills and their application or use within a work context.	**Mastery:** Artifact clearly demonstrates proficiency of skills in standard and a conclusion is drawn and/or defended based on multiple observations or reflections.
May answer the question, "What is the overall purpose or function for these skills?"	May answer the question, "Which components can I do?"	May answer the question, "What do I know/ what can I do to show these skills?"	May answer the question "What did you find interesting or surprising?"	May answer the question "What does all this mean and why does it matter?"

Using the Artifact Scoring Guide:

This guide is intended to help teachers facilitate strong learning and assist students in demonstrating mastery of employability skills that prepare them for postsecondary education and careers. Teachers may use it to set clear expectations for their students' work, to recommend revisions to artifacts, or deepen the reflection and demonstration of student learning. Students may use these "look-fors" to help them create or revise artifacts to demonstrate greater proficiency in one standard or proficiency in multiple standards. It may also be used by students as a peer-review tool to recommend edits that assist their peers in producing strong portfolios.

Artifact "Look-Fors" Aligned to Standards:

The following "look-fors" assist in assessing proficiency level by standard, as demonstrated through artifacts. Some standards will require multiple artifacts to fully demonstrate proficiency of the standard. Additionally, some artifacts may provide evidence of multiple standards.

1. Begin by comparing the artifact to the corresponding standard(s). Determine which column best describes the evidence as demonstrated in the artifact by physically pointing to phrases/components of the artifact that match the "look-fors."
2. Recommend edits to the student that will either (a) raise the level of the artifact, or (b) address areas where evidence is lacking.

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Standard 1: Understand and demonstrate appropriate professional safety standards				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ It is unclear whether the student has met or passed basic safety expectations ❑ Safety Training Log indicates some safety training topics occurred ❑ Little to no evidence of student use or performance of safe practices ❑ Little to no evidence of student's understanding of ❑ Summary of safety techniques, little to no evidence of student actually performing safe techniques	❑ General understanding of what safety is and why it is important is evident ❑ Evidence of passing basic safety expectations, such as a test provided by a teacher ❑ Safety Training Log shows applicable safety training topics occurred, with little to no further evidence provided of performance or deeper understanding ❑ Summary of safety techniques, little to no evidence of student actually performing safe techniques	❑ Basic compliance with workplace/classroom safety is evident ❑ Demonstration of basic safety expectations is evident ❑ Summary of relevant safety guidelines and techniques are evident, using the student's own words ❑ Interpretation of when safety applies and why ❑ Evidence that safety instructions were conveyed verbally and understood ❑ Completed Safety Training Log shows applicable safety training topics occurred throughout placement	❑ Compliance with workplace/classroom safety is evident ❑ Demonstration of strong safety practices is evident ❑ Deeper reflection or interpretation of how/when safety guidelines may apply in future/possible scenarios ❑ Application of how relevant safety guidelines may exist in similar contexts or environments ❑ Evidence that Safety Training Log is routinely addressed and updated	❑ Compliance with workplace/classroom safety is evident through demonstration ❑ Deeper conceptual understanding leads to ability to effectively teach others applicable safety guidelines/expectations ❑ Interpretation of possible implications of safety-related issues on the company or employees ❑ Application of relevant safety guidelines to other contexts or environments ❑ Evidence that Safety Training Log is routinely addressed and updated ❑ Evidence of mastery of nationally recognized, department-promoted industry certification

Standard 2: Plan and navigate education and career paths aligned with personal goals				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ Strategies for finding/securing employment are not evident ❑ Workplace conversations about knowledge, skills, and education are not evident ❑ Insufficient evidence of clear workplace observations related to environment, culture, expectations, and processes ❑ Insufficient evidence of self-assessment ❑ Evidence of feedback is absent ❑ Objectives for skill growth are absent ❑ Evidence of personal reflection is not included	❑ Strategies for finding/securing employment are vague ❑ Workplace conversations are included but lack comprehensiveness and detail ❑ Observations are included by do not demonstrate sufficient depth or detail ❑ Self-assessment is evident but lacks clarity or depth ❑ Evidence of objectives for personal growth is present ❑ Personal reflection is vague and/or lacks adequate alignment to personal goals	❑ Documentation of multiple strategies for finding/ securing employment ❑ Workplace conversations about knowledge, skills, and education are documented ❑ Multiple observations of workplace environment, culture, expectations, and processes are clear ❑ Comparisons and contrasts of workplace observations to other environments. ❑ Revised long-term career and education goals are documented and changes identified and described based on experiences ❑ Self-assessment includes personal strengths and areas for growth ❑ Feedback from peers, workplace mentors, and/or customers is evident ❑ Objectives for skill growth are set and clear ❑ Personal reflection describes progress toward skill goals and/or education and career goals	❑ Multiple possible strategies for finding/securing employment results in identification of preferred strategies ❑ Workplace conversations about knowledge, skills, and education are routine ❑ Revision of long-term career and educational goals results from workplace observations ❑ Comparisons and contrasts are drawn between the workplace and other environments, based on observations ❑ Self-assessment results in identification of strategies for personal improvement ❑ Feedback from peers, workplace mentors, and/or customers results in reflection of personal growth goals ❑ Objectives and rationale for skill growth are aligned to long-term career and educational goals	❑ Rationale is justified for preferred employment strategies and identified next steps align to goals ❑ Action steps toward preferred employment strategy are evident ❑ Goals for knowledge, skills, and education are clear and evident ❑ Refinement of long-term career and educational goals are clearly articulated in writing and verbally ❑ Routine self-assessment and reflection demonstrates improvement of personal strengths and areas of growth aligned to skill, education, and career goals ❑ Feedback from peers, workplace mentors, and/or customers results in reflection and refinement of personal, long-term career, and educational goals ❑ Objectives for skill growth are aligned to the long-term career and educational goals have been publicly presented verbally or in writing

Standard 3: Develop and implement a personalized learning plan				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ Long-term goals and aspirations are absent or vague	❑ Long-term goals and aspirations are vague or unclear without identified steps	❑ Addresses long-term goals and aspirations	❑ Long-term goals and aspirations are aligned and doable	❑ Long-term goals and aspirations are specific and actionable
❑ Little to no evidence of goal(s) for technical skill development	❑ Goal(s) for technical skill development align to placement, but don't clearly relate to area of elective focus or long-term aspirations	❑ Goal(s) for technical skill development align to area of elective focus	❑ Goal(s) for technical skill development align with area of elective focus and placement	❑ Goal(s) for technical skill development are aligned, specific, and measurable
❑ Little to no evidence of goal(s) for academic skill development in either literacy and/or numeracy	❑ Goal(s) for academic skill development are unclear and reflect either literacy and numeracy	❑ Goal(s) for academic skill development are clear and reflect both literacy and numeracy	❑ Goal(s) for academic skill development are clear and reflect both literacy and numeracy in practical application	❑ Goal(s) for academic skill development reflect both literacy and numeracy and are specific and measurable
❑ Little to no evidence of goal(s) for "Career Knowledge and Navigation" skills to pursue future careers or aspirations	❑ Goal(s) for "Career Knowledge and Navigation" skills are unfocused or unaligned	❑ Goal(s) for "Career Knowledge and Navigation" skills are evident	❑ Goal(s) for "Career Knowledge and Navigation" skills are aligned to long-term aspirations.	❑ Goal(s) for "Career Knowledge and Navigation" skills are ambitious and actionable
❑ Little to no evidence of goal(s) for "21st Century Learning and Innovation" skills	❑ Goal(s) for "21st Century Learning and Innovation" skills are unclear	❑ Goal(s) for "21st Century Learning and Innovation" skills are evident	❑ Connections between current work experience and future career goals are explicit and clear	❑ Connections between current work experience and future career goals are explicitly addressed and actions demonstrate progress toward goals
❑ Little to no evidence of goal(s) for "Personal and Social" skills	❑ Goal(s) for "Personal and Social" skills are unclear	❑ Goal(s) for "Personal and Social" skills are evident	❑ Goal(s) for "21st Century Learning and Innovation" skills are realistic and ambitious	❑ Goal(s) for "21st Century Learning and Innovation" skills are ambitious and evidence of progress/ practice of skills is clear
			❑ Goal(s) for "Personal and Social" skills are realistic and ambitious	❑ Goal(s) for "Personal and Social" skills are ambitious and evidence of progress/ practice of skills is clear

Standard 4: Reflect on experiences through creation of a personal portfolio

NOTE: Due to the nature of the portfolio as a summative student assessment and due to the language within the standard requiring connections between the portfolio and all other standards, standard 4 should NOT be included in the teacher growth portfolio process. Instead, the following "look-fors" should provide teachers with holistic guidance regarding the strength of student portfolios in any capstone-level WBL course for credit.

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ Compilation of artifacts is haphazard and/or lacks cohesive focus ❑ Little to no clear connection of artifacts to standards ❑ Little to no clear connection of artifacts to career goals ❑ Little to no demonstration of professional-quality work ❑ Little evidence that skills and knowledge grew throughout the experience ❑ Requires many revisions to demonstrate proficiency of entire standards as written ❑ Little to no evidence of self-assessment of personal skills and performance ❑ Few opportunities for further growth are clearly identified by the student ❑ Little evidence of self-assessment and/or connections to future goals and aspirations in reflection writing	❑ Compilation of artifacts primarily relates to the specific job, little focus on the student's career goals ❑ Limited demonstration of professional-quality work overall, with few notable exceptions ❑ Includes some evidence that skills and knowledge grew throughout the experience ❑ Portfolio artifacts align to most, but not all, course standards ❑ Requires a few revisions to demonstrate proficiency of the entire standards as written ❑ Some evidence of self-assessment of personal skills and performance ❑ Some opportunities for further growth are clearly identified by the student ❑ Includes little to no introspection and/or connections to future goals and aspirations in reflection writing	❑ Compilation of artifacts reflects future career goals and aspirations ❑ Professional-quality artifacts or work products reflect knowledge and skill growth through the experience ❑ Evidence that self-assessment of skills resulted in identification of need for further growth ❑ Portfolio artifacts align to all standards and demonstrate proficiency in each ❑ Requires little to no revision to demonstrate proficiency of course standards ❑ Evidence of skills and knowledge gained is included and/or evident through artifact revisions ❑ Connections between current experience and future goals and aspirations are identified in reflection writing	❑ Compilation of professional-quality artifacts reflects future career goals and aspirations, includes reflection and interpretation of experiences ❑ Most artifacts are polished and professional, requiring no revision to demonstrate proficiency of standards ❑ Evidence is clear that employability skills and knowledge were gained through the experience ❑ Insight is demonstrated regarding personal need for employability skill development and career knowledge ❑ Documents actions to pursue targeted professional/personal growth ❑ Reflection interprets why connections between current experience and future goals and aspirations matter to the student	❑ Polished, professional-quality portfolio is ready for publication, is presented to a public audience ❑ Provides clear evidence of knowledge and skills gained, goals, and next steps along a career pathway ❑ Targeted, specific future career goals and aspirations are clear, includes reflection and realistic self-analysis ❑ Initiative is taken to pursue employability skills and career knowledge as a result of personal drive and accurate self-assessment ❑ Actions to pursue professional/personal growth goals are evident and result in measurable outcomes ❑ Behavioral modifications result from insightful connections between observations and future goals and personal motivation to improve ❑ Artifacts demonstrate advanced/mastery skills in most course standards, with rare exceptions

Standard 5: Demonstrate creativity and innovation				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ It is unclear whether the ideas and questions explored were identified by or were of interest to the student ❑ Little to no evidence of original ideas and questions ❑ Little to no evidence that varied perspectives were considered in the project ❑ Little to no evidence of original voice and choice in project or artifact ❑ Understanding of the needs or motivations for the project are unclear	❑ Some evidence that student interest drove the questions and ideas explored ❑ Limited alternative perspectives were considered in the identification of possible solutions ❑ Unique and personalized demonstration of solutions or original ideas ❑ Some needs or motivations for were identified in developing the project	❑ Original ideas and questions are identified that are of interest to the student ❑ Varied perspectives are identified and used to explore possible solutions ❑ Solutions or original ideas are presented in unique and personalized ways that reflect student skills and are professionally appropriate ❑ Needs or motivations for the project are understood and explored	❑ Original ideas and questions are identified that are of interest to the student ❑ Varied perspectives are considered to weigh possible solutions ❑ Creative solutions or original ideas are proposed to address actual workplace needs or opportunities	❑ Original ideas and questions were generated due to student interest in improving a product or process ❑ Varied perspectives are used to weigh multiple options and determine a preferred solution ❑ Creative solutions or original ideas are used or tested in practice to address a workplace need or opportunity

Standard 6: Demonstrate critical thinking and problem solving

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ Ability to independently identify problems in the workplace is unclear ❑ Little to no evidence of identifying and asking significant questions to understand problems ❑ Locating key information (causes, personnel, culture, etc.) to address problems is unclear ❑ Use of inductive or deductive reasoning methods to understand problems and solutions is unclear or absent ❑ Little to no evidence that problems are understood within the context of the workplace or industry	❑ Ability to understand a problem in the workplace is clear, limited evidence for recognizing problems independently ❑ Some evidence of identifying and asking significant questions to understand problems ❑ Limited ability to locate key information (causes, personnel, culture, etc.) to address problems ❑ Limited use of inductive or deductive reasoning methods to understand problems and solutions ❑ Incomplete evidence that problems are understood within the context of the workplace or industry, including facets, causes, or implications	❑ Ability to independently identify a problem in the workplace is clear ❑ Identification and asking of significant questions leads to understanding of causes and implications ❑ Ability to locate key information (causes, personnel, culture, etc.) to address problems is clear ❑ Inductive and deductive reasoning methods are applied to examine problems and solutions ❑ Problems are clearly assessed within the context of the workplace or industry, including facets, causes, or implications	❑ Identification of a problem in the workplace leads to appropriate questioning for deeper understanding ❑ Use of key information (causes, personnel, culture, etc.) to weigh multiple possible solutions is clear ❑ Inductive and deductive reasoning methods are applied to examine problem and multiple solutions ❑ Problems are clearly assessed within the context of the workplace or industry, including facets, causes, or implications ❑ Proposed solution(s) is provided, yet not all steps are considered or included	❑ Identification of a problem in the workplace leads to appropriate questioning for deeper understanding and multiple possible solutions are weighed using key information ❑ Inductive and deductive reasoning methods are applied to examine problem and multiple solutions ❑ Problems are clearly assessed within the context of the workplace or industry, including facets, causes, or implications ❑ Proposed solution(s) is provided and multiple steps are included to address the problem ❑ Solution(s) is thoughtful, realistic and may have been implemented in practice

TN Department of Education | Work-Based Learning

Standard 7: Communicate clearly and effectively, verbally and in writing				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**

❑ Reflections do not support proof of depth of understanding of the topic
❑ Information is unclear during delivery to the audience in:
  ❑ Written format
  ❑ Verbal format
❑ Ideas are not clearly received by the audience or no evidence of checks for understanding provided through verbal communications
❑ Ideas are not clearly articulated
❑ Mistakes interfere with understanding in:
  ❑ Written format
  ❑ Verbal format
	❑ Little evidence is provided of active listening
	❑ Some reflections clearly capture evidence of understanding
	❑ Information is effectively delivered some of the time to audience in:
	  ❑ Written format
	  ❑ Verbal format
	❑ Audience indicates some understanding from verbal communications
	❑ Ideas are clearly articulated some of the time
	❑ Multiple mistakes in:
	  ❑ Written format
	  ❑ Verbal format
		❑ Information is captured and clearly paraphrased as evidence of understanding
		❑ Information is effectively delivered to audience in written and verbal forms
		❑ Checks-for-understanding demonstrates audience reception
		❑ Most reflections clearly capture evidence of understanding
		❑ Information is effectively delivered most of the time to audience in
		  ❑ Written format
		  ❑ Verbal format
		❑ Ideas are clearly articulated
		❑ Few mistakes in:
		  ❑ Written format
		  ❑ Verbal format
			❑ Information is captured and paraphrased accurately
			❑ Multiple forms of communication are evident/ audience appropriate
			❑ Evidence of effective written and verbal communication is included
			❑ Checks-for-understanding demonstrate audience reception
			❑ Active listening is evident through paraphrasing/ summarizing information received
			❑ Communications are audience appropriate
			❑ Ideas are shared effectively in multiple formats
			❑ Communications contain few mistakes
			❑ Speaking includes few verbal crutches
				❑ Writing is clear and effective for audience
				❑ Checks-for-understanding are evident and employed appropriately
				❑ Verbal communication is clear and effective
				❑ Audience gains or learns from information
				❑ Active listening is evident
				❑ Reflection on meaning and intent of information received is evident
				❑ Communications are audience appropriate and positively received
				❑ Ideas are shared effectively and leads to the accomplishment of a task or outcome
				❑ Communications are free or nearly free from errors
				❑ Speaking is polished and eloquently delivered

Standard 8: Collaborate and work productively as a team member				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ Unclear understanding of personal role ❑ Little to no evidence of understanding personal impact on organization ❑ Partial or incomplete evidence of understanding effective teamwork ❑ Little to no evidence of meeting management strategies (such as use of agenda, time keeping, facilitation, identification of next steps, etc.) ❑ Limited to no evidence of understanding how team members can demonstrate leadership	❑ Partial understanding of personal role and impact on organization ❑ Partial evidence of understanding effective teamwork ❑ Limited description of others' roles, strengths or contribution to the team ❑ Some use of meeting management strategies (such as use of agenda, time keeping, facilitation, identification of next steps, etc.) ❑ Incomplete or partial evidence of personal effectiveness as a team member	❑ Clear understanding of personal role and impact on organization ❑ Clear understanding of others' perspectives, strengths and contribution to the work team ❑ Effective use of meeting management strategies (such as use of agenda, time keeping, facilitation, identification of next steps, etc.) ❑ Appropriate use of personal leadership within the team	❑ Clear understanding of personal role and impact on organization leads to accurate self-assessment of performance ❑ Clear understanding of others' perspectives, strengths and contribution to the work team ❑ Effective creation and use of meeting management strategies (such as use of agenda, time keeping, facilitation, identification of next steps, etc.) ❑ Appropriate use of personal leadership within the team is evident in personal reflection	❑ Clear understanding of the roles, strengths, and weaknesses of oneself and one's team leads to identification of improvement strategies ❑ Clear understanding of team members' leadership and impact on personal and team performance ❑ Effective creation and use of meeting management strategies to meet a defined objective (such as use of agenda, time keeping, facilitation, identification of next steps, etc.) ❑ Personal leadership is demonstrated and leads to evidence of improved processes or outcomes within the team

Standard 9: Demonstrate information literacy

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ Little to no use of industry-specific technical terms and knowledge ❑ Unclear if appropriate sources were used for accessing information ❑ Little to no evidence of the difference between credible and non-credible sources ❑ Lacks evidence that information used was critically assessed for usefulness, bias, or accuracy ❑ Lacks evidence that appropriate questioning of sources occurred ❑ Little to no evidence that information was organized or used effectively ❑ Understanding of the ethical and legal use of information is unclear ❑ Little to no evidence of professional and/or ethical use of information	❑ Some use of industry-specific technical terms and knowledge ❑ Some knowledge of differences between credible and non-credible sources is evident ❑ Limited evidence that credible sources were accessed/used ❑ Incomplete evidence that information used was critically assessed for usefulness, bias, or accuracy ❑ Limited evidence to demonstrate understanding of the ethical or legal uses for information ❑ Limited or incomplete evidence that legal and/or ethical uses of information were applied by the student	❑ Use of industry-specific technical terms and knowledge is clear ❑ Differences between credible and non-credible sources are articulated verbally or in writing ❑ Access and use of credible sources is evident, including citations when appropriate ❑ Information used was critically assessed for usefulness, bias, or accuracy ❑ Information is organized, flows logically, and is professionally presented ❑ Information presented is meaningful, current, and relevant ❑ Ethical and legal uses for information are clearly articulated verbally or in writing ❑ Legal and ethical uses of information are evident	❑ Location and use of high-quality resources is evident ❑ Justification of credible sources is clear within artifacts ❑ Reference pages justify sources, as appropriate ❑ Information presented is meaningful, current, and relevant ❑ Information is organized, flows logically, and is professionally presented in order to promote a particular idea or action ❑ Demonstrates clear understanding and application of ethical and legal uses for information ❑ Implications are clear for non-compliance with ethical and/or legal uses of information	❑ High-quality resources and information are used to critically assess an issue, practice, or process ❑ Justification of credible sources is clear and appropriate to the artifacts ❑ Information presented is meaningful, current, and relevant ❑ Information is organized, flows logically, and is professionally presented in order to promote a particular idea or action ❑ Effectively instructs others the about the ethical and legal uses for information and implications for non-compliance as evidenced through the presentation and/or use of portfolio artifacts

Standard 10: Use technology effectively and appropriately				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ Little to no evidence of knowledge of rules governing technology ❑ No evidence of online collaboration or use of social networking ❑ Little to no evidence of familiarity or knowledge of technical devices in general ❑ Little to no evidence of familiarity with use of technology to: search for information, communicate, produce documents, present or manage information	❑ Some evidence of knowledge pertaining to rules governing technology ❑ Some evidence of familiarity with an online collaboration tool or the appropriate use of social networking for professional purposes ❑ Some knowledge of the use and application of technology related to the specific workplace ❑ Some evidence of familiarity with use of technology to: search for information, communicate, produce documents, present or manage information	❑ Knowledge pertaining to rules governing technology is clear and evident ❑ Appropriate use of technology is evident ❑ Appropriate use of online collaboration or professional social networking tool for is evident ❑ Understanding of the function and application of at least one piece of technology used in the workplace ❑ Clear use of technology to: search for information, communicate, produce documents, present or manage information	❑ Adherence to all rules and regulations governing technology is evident ❑ Appropriate use of multiple pieces of technology is evident ❑ Appropriate use of multiple professional social networks and/or online collaboration tools is evident ❑ Understanding of the use of technology to accomplish workplace efficiency is evident ❑ Clear use of technology to: find and analyze information, communicate effectively in writing and presentations, and manage information	❑ Adherence to all rules and regulations governing technology is evident ❑ Multiple pieces of technology are consistently and appropriately applied based on situation ❑ Appropriate maintenance of at least one professional social network or routine use and maintenance of an online collaboration tool is evident ❑ Effective use of technology results in: finding and analyze information to accomplish a task, communicate effectively in writing and presentations, and manage information to accomplish a work purpose

Standard 11: Demonstrate initiative and self-direction

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ Interest or curiosity is not evident or not strongly implied in artifact ❑ Tasks appear completed as assigned, little to no evidence of independence in completion ❑ Student learning objectives are absent or vague and lack specificity ❑ Confidence level of the student is not evident in the artifact ❑ Student demonstrates low confidence or self-esteem	❑ Curiosity may be present/ suggested but is not clearly articulated ❑ Tasks appear to be completed as assigned, requiring some supervision ❑ Student recognizes a problem or need once it is presented to them ❑ Student participates in teacher/employer-led development, no evidence of requesting more ❑ Student's research relies on sources provided without seeking more independently.	❑ Curiosity enhanced or led to a student project or product ❑ Steps were taken to research a need beyond the assignment of a teacher ❑ Student IDs PD needs and researches sources for skill development ❑ Student creates a plan to address a need, includes research ❑ Demonstrates confidence/ optimism in self ❑ Student seeks learning based on personal desire for growth	❑ Curiosity is evident ❑ Student initiated additional or unassigned research ❑ Evident that student identified and took steps to learn or achieve beyond the assignment or task at work ❑ Student implements a plan to improve self ❑ Student demonstrates confidence in self/ability to learn/succeed ❑ Student has specific learning objectives that lead to independent action	❑ Curiosity is evident as the source/cause for deeper learning ❑ Student secures PD beyond what is normally provided ❑ Student demonstrates impact in the workplace ❑ Confidence in self/ability to learn/succeed is evident ❑ Student's learning objectives are clear and lead to independent action ❑ Student actions impact a process or build a skill beyond what is expected

Standard 12: Demonstrate professionalism and ethical behavior				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ Limited understanding of professional workplace norms or rules or how they differ ❑ Little to no evidence of proper attendance and notification of absence ❑ Little to no evidence of understanding proper procedures for workplace processes (such as proper handling of money, use of tools, logging hours, sharing information, etc.) ❑ Little to no evidence of understanding of non-discrimination standards or their role in the workplace	❑ Some understanding of professional workplace norms or rules ❑ Insufficient evidence of proper attendance and notification of absence ❑ Insufficient evidence of understanding proper procedures for workplace processes (such as proper handling of money, use of tools, logging hours, sharing information, etc.) ❑ Some understanding of workplace non-discrimination standards, but unclear evidence of personal adherence	❑ Clear understanding of professional workplace norms and rules and how they differ ❑ Demonstrates near perfect attendance and proper procedures for notification of absence ❑ Compliance with applicable workplace processes appears complete (such as proper handling of money, use of tools, logging hours, sharing information, etc.) ❑ Clear understanding and adherence to workplace non-discrimination standards	❑ Clear understanding of professional workplace norms and rules results in strong workplace performance reviews ❑ Strong attendance and proper procedures for notification of absence leads to positive performance reviews ❑ Compliance with applicable workplace processes (such as proper handling of money, use of tools, logging hours, sharing information, etc.) results in positive feedback or reviews ❑ Clear understanding and adherence to workplace non-discrimination standards, includes recognition of inappropriate behavior of co-workers or customers	❑ Understanding of professional workplace norms and rules results in coaching others in effective adherence ❑ Excellent attendance results in positive employer feedback including possible promotion or extension of services ❑ Excellent compliance with applicable workplace processes (such as proper handling of money, use of tools, logging hours, sharing information, etc.) leads to increased responsibility or promotion ❑ Adherence to workplace non-discrimination standards ❑ Recognition of inappropriate behaviors in others and/or implications for non-compliance

Artifact Scoring Guide for *WBL: Career Practicum (6105)*

Standard 13: Demonstrate interpersonal and social skills using cultural/global competence				
Novice:	**Approaching Proficiency:**	**Proficiency:**	**Advanced:**	**Mastery:**
❑ Little to no evidence of ability to explain how others' unique perspectives, and social and cultural backgrounds bring value to the community and/or workplace ❑ Little to no evidence of effectively working with others with diverse backgrounds or perspectives (culturally, socially, generationally, etc.) ❑ Insufficient evidence of respectful interactions with others	❑ Little evidence of ability to explain how others' unique perspectives, and social and cultural backgrounds bring value to the community and/or workplace ❑ Some evidence of working with others with diverse backgrounds or perspectives (culturally, socially, generationally, etc.), but effectiveness is unclear ❑ Some evidence of respectful interactions with others and the ability to work with/for others	❑ Clear explanation how others' unique perspectives, and social and cultural backgrounds bring value to the community and/or workplace ❑ Strong examples of effectively working with others with diverse backgrounds or perspectives (culturally, socially, generationally, etc.) ❑ Clear evidence of respectful interactions with others and ability to work with/for others	❑ Reflection addresses how others' unique perspectives, and social and cultural backgrounds are positively impacting the workplace ❑ Examples of effectively working with others with diverse backgrounds or perspectives (culturally, socially, generationally, etc.) and reflection on resulting organizational impact ❑ Respectful interactions with others and ability to work with/for others is evident in reflection	❑ Addresses how others' unique perspectives/social and cultural backgrounds have improved outcomes in the workplace ❑ Evidence that effectively working with others with diverse backgrounds or perspectives (culturally, socially, generationally, etc.) has impacted the workplace/organization ❑ Improved work outcomes or personal promotion result from respectful interactions with others and ability to work with/for others

Standard 14: Demonstrate adaptability and flexibility

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ Appropriate adjustments to changing environment are not evident (roles, responsibilities, schedule, context, etc.) ❑ Work outcomes suffer due to change or ambiguity ❑ Little to no evidence of positive attitude and behavior modifications in response to changes in environment (setbacks, constructive criticism, or praise)	❑ Ability to adjust as appropriate (roles, responsibilities, schedule, context, etc.) is unclear or insufficient ❑ Positive work outcomes in spite of change or ambiguity are unclear ❑ Some evidence of positive attitude and behavior modifications in response to changes in environment (setbacks, constructive criticism, or praise)	❑ Clear demonstration of ability to adjust as appropriate (roles, responsibilities, schedule, context, etc.) ❑ Effective work outcomes are evident in spite of change or ambiguity in the workplace ❑ Positive attitude and behavior modifications are evident in spite of changes in environment (setbacks, constructive criticism, or praise)	❑ Ability to adjust to appropriate changes (roles, responsibilities, schedule, context, etc.) leads to personal reflection on skills ❑ Reflection leads to effective work outcomes in response to change or ambiguity in the workplace ❑ Positive attitude and behavior modifications are clear response to changes in environment (setbacks, constructive criticism, or praise)	❑ Ability to adjust to appropriate changes (roles, responsibilities, schedule, context, etc.) leads to demonstrated improvement of personal skills ❑ Change or ambiguity in the workplace enables demonstration of advanced skills, positive attitude, and appropriate behavior modifications (possibly due to setbacks, constructive criticism, or praise)

Standard 15: Demonstrate productivity and accountability

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ It is unclear if goals are met by managing daily work and needs that arise in the workplace ❑ Little to no evidence whether precision and accuracy is task-appropriate ❑ Pride in workmanship is not addressed ❑ It is unclear whether quality of work meets expected standards and/or is delivered on time	❑ Some evidence that goals are met, unclear whether managing daily work was intentional ❑ Limited evidence that precision and accuracy is task-appropriate ❑ Pride in workmanship is unclear or disconnected from workplace tasks ❑ Little evidence that quality of work meets expected standards and/or is delivered on time	❑ Goals are met by managing daily work and needs that arise in the workplace ❑ Appropriate precision and accuracy are evident for tasks as assigned ❑ Pride in workmanship is evident ❑ Clear evidence that quality of work meets expected standards and is delivered on time	❑ Effective management of daily work results in goals being met and reflection on effective management strategies ❑ Clear evidence that pride in workmanship leads to precision and accuracy appropriate to tasks as assigned ❑ Reflection on quality work expectations results in deep understanding of the connections between quality and on-time delivery	❑ Effective management of daily work leads to strong work outcomes and goal attainment ❑ Professional-quality work reflects pride in workmanship ❑ Deep understanding of the impact of quality and timely work habits results in strong work products that adhere to precision and accuracy expectations appropriate to the tasks